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ABSTRACT

Six different assertions about school administration that have recently appeared in the press are examined in this paper in order to determine whether each is myth or reality. The six assertions are: (1) there are too many administrators; (2) the number of administrators is growing rapidly; (3) administrators are being paid too much; (4) increasing amounts of school budgets are going to administration; (5) a lot of money going to administration could be better spent; and (6) administration is an unnecessary burden. The purpose of this paper is to determine if major improvements in student learning would be possible if large amounts of resources were redirected from administration into classroom instruction. The goal is also to distinguish the facts from fiction and the data displayed in chart form are supplied from a variety of public sources. The conclusions reached are that it is important that all data be analyzed carefully to avoid mistakes and that these six assumptions are not supported by the facts. The evidence indicates that school administration is underfunded when compared to similar size businesses, and that little money could be reallocated away from administration. In addition, it is suggested that meaningful improvement depends on accurate assessment of the real problems affecting student learning, for which skillful leadership and effective management are crucial. Resources are appended. (LMS)

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